

Face Sheet

1. Applicant
Montshire Museum of Science

2. Applicant's Mailing Address
1 Montshire Road

3. City
Norwich

4. State
VT

5. Zip Code
05055

6. Name and Title of Authorizing Official
David Goudy, Director

7. Business Phone of Authorizing Official
802-649-2200

8. Name of Project Director
David Goudy

9. Business Phone of Project Director
Same

10. FAX Number of Applicant
802-649-3637

11. e-mail address of Project Director
David.Goudy@Montshire.net

12. Sponsoring institution/parent organization, if applicable (e.g., municipality, state, or university)
☐ check if this entity will manage funds if an award is made. Name and address:

13. Governing control of applicant ☐ 5* (turn page for selections) * if 6, please specify _____

14. Type of organization ☐ 10* (turn page for selection) select only one * if 14, please specify _____

15. Employer identification number 23-7376772

16. Type of project (turn page for selections) ☐ 4 select only one

17. Use of technology: ☐ check box if application proposes the use of hardware and/or software as a significant aspect of the project

18. GRANT AMOUNT REQUESTED \$90,474.00 19. Amount of Matching Funds \$90,639.00

20. Grant Period (Starting Date) 11 / 01 / 99 — 10 / 31 / 01 (Ending Date)

21. Identify other Federal agencies that either have contributed support or have a pending proposal for support of these project activities and indicate the amount of support contributed or requested.

Name of Agency	Contributed/Pending	Amount
None		

22. In the space below, include the names of any organizations that are official partners of the project.
Howe Library, Hanover, NH

23. Certification: David Goudy 3/12/99
Signature of Authorizing Official Date

Howe Library - Montshire Museum of Science
An Educational Collaborative for Rural Families
Abstract

The applicant, Montshire Museum of Science, and partner, Howe Library, propose a library-museum collaboration designed to serve families in rural New Hampshire and Vermont. Under the auspices of Howe, seven additional libraries will be project participants. This collaboration will create eight traveling interactive table-top science exhibits along with companion materials and activities. They will travel to each of the participating libraries, providing each rural library community with a year-long sequence of exhibits and programs designed to encourage family learning. These exhibits and related activities will be designed to:

- Provide parents with a model and strategies for actively engaging their children in asking questions and investigating their world.
- Use the interest sparked by the exhibits and activities to illustrate how library collections and resources can be used to sustain family learning.
- Assist both the libraries and the museum in maintaining their community images as vital and active centers for learning.

While these exhibit and program products are the physically tangible outcomes, the collaborative process leading to their creation is a project goal of equal importance. The project will establish a true collaboration bringing together professional staff from the science museum community and from libraries. Workshops, shared training, and a team design process will help the two cultures learn from one another and create products that reflect the values and knowledge each profession can contribute to creative solutions for community education. The project evaluator will take special interest in observing and recording the dimensions of this collaborative effort.

Special challenges face rural populations and their local educational institutions. The applicants believe that this collaborative will develop and document a useful model for library-museum collaboration that can be widely replicated in other rural regions of the country and that creatively builds on the considerable strengths of both museums and libraries as providers of self-guided, community-based education.

An evaluation component and a dissemination plan are included in the project plan. At the project's conclusion, the traveling exhibits visiting the eight libraries will be enjoyed during an estimated 410,000 visits by library patrons, and the exhibits will continue serving other local venues after the grant period.

Background and Objectives

This proposal seeks to establish a collaboration between Montshire Museum of Science and eight small community libraries to create eight traveling science exhibits coupled with programming packages that can travel to each of the participating libraries. The exhibits and their companion programs will be designed to increase family participation at the libraries. The model for both the effectiveness of product and for the process of collaborative interaction of library and museum staff will be tested.

Increasing national attention on the well-documented challenges facing our formal education sector has spawned a growing recognition of the value and contribution of the so-called "informal" education providers such as libraries and museums. As noted by the American Association of Museums, "as institutions that encourage lifelong learning, museums and libraries have much in common."¹ The roles of these providers of ongoing educational support for independent learners of all ages, and their ability to foster family oriented learning experiences, are of special importance and are a focus of this proposal.

We know from a large body of research that families are critically important in supporting children's learning. Home learning resources, parental expectations, and parental support are also strongly related to school achievement. The importance of parental involvement has been recognized in Goal 8 of the national education goals.²

Family structures are changing. More and more households are headed by single parents or by other adults (e. g., grandparents, foster parents). With limited time to devote to adult-child learning activities and an increasing recognition of the limitations of the schools, families are seeking alternative sources of structured, quality educational opportunities. Both libraries and museums have stepped up to this challenge.

Museums and libraries bring different skills and community relationships to their common agenda of creatively enhancing family education in a changing culture. Science museums in recent years have played a leadership role developing innovative techniques for family-centered learning by creating stimulating interactive and hands-on formats to excite people about science, technology, and mathematics. During a decade when television and other media have consumed an increasingly large amount of family non-school, non-work time, at the expense of many traditional family activities, science museums have successfully increased attendance and family participation.³

Recognizing the limitation of applying these concepts solely within the museum setting, science museums recognize the value of community partnerships as they seek new formats for exporting their ideas into their communities.

¹Editor's preface. (1999) Linking up Museums and Libraries. Museum News, March/April, p.36.

²U. S. Department of Education. (1994) Strong Families, Strong Schools: Building Community Partnerships for Learning. Washington: GPO.

³Crane, Valerie et al. (1994) Informal Science Learning: What the Research Says about Television, Science Museums, and Community-based Projects. Dedham, MA: Research Communications Ltd. Science Press.

Libraries are perhaps the most common and treasured informal education resources in our communities. They have a long and rich tradition of service, bringing ideas and information in print, audio/visual, and, increasingly, electronic forms. In addition to their collections, libraries offer programming for all ages to actively encourage people to discover the pleasure of self directed learning and discovery through literature. Faced with a changing culture and different patterns of learning, libraries aggressively seek new models to assure meaningful use of their collections and information resources by the community.

We thus have an immediate confluence of interest and purpose for partnership: museums seek venues more closely tied to local community, and libraries can benefit from the educational models pioneered by science museums. Valuable as this may be, a much deeper rationale for collaboration is provided by educational theorists⁴ who have helped guide recent innovations in informal science education. They have encouraged an educational philosophy that reflects multiple modes of learning within our audiences, that helps participants relate new information to life experiences and thereby construct broader and more personal meaning, and that encourages participants to synthesize rather than particularize. In this arena, museums and libraries have opportunities for truly exciting collaborations by combining the training of library staff with literature and information resources, with the expertise of science museums in the process of hands-on, inquiry investigations in science and math.

Our proposed collaboration has an additional overlay of importance. The preceding arguments supporting collaboration are essentially generic, fitting museums and libraries nationwide. When these institutions operate in a rural environment, additional constraints and conditions must be addressed and this project will consider these library-museum opportunities from the perspective of an under-served, rural constituency. The special challenge faced by rural libraries has been characterized as the "national crisis no one really cares about."⁵ This proposed program will operate in a very rural part of America. The eight Vermont and New Hampshire towns served by this project range in population from 2,400 to 14,000. Regarding schools and libraries, the Federal Universal Service Telecommunications Act of 1996 defines both New Hampshire and Vermont as rural. By the U. S. Census Bureau definition, Vermont is classified as the most rural state in the nation. Both Howe Library and Montshire Museum of Science⁶ have received major recognition for their leadership in bringing the highest level of professional service to this rural environment.

⁴For example, Gardner, Howard. (1993) *Multiple Intelligences: The Theory in Practice*. New York: Basic Books and Hein, G. E. (1998) *Learning in the Museum*. New York: Routledge.

⁵Vavrek, Bernard. (1997) *A National Crisis No One Really Cares About*. *American Libraries*, 28, 37-38.

⁶For example, in 1995, Montshire Museum was awarded the coveted IMLS Award for Museum Service.

Project Description

The Howe Library of Hanover, NH and Montshire Museum of Science of Norwich, VT are the partners for this application. The directors of the two institutions will serve as project co-directors and as such will coordinate the project logistics and assure that all aspects of the project truly reflect a synergy of the resources of libraries and of science museums. In addition, with Howe as the coordinating library, seven other small libraries from towns in both states will be participants.

Each of the eight participating libraries will designate one professional staff member to serve as its project representative and will provide adequate time for full participation by that person. Montshire Museum likewise will provide professional educational and exhibit staff to support the project.

A kick-off **symposium** will bring a speaker of national prominence to discuss the challenges and opportunities for increasing family oriented education activities by informal community centers.⁷ All project participants will participate as a means of focusing and energizing them at the project's inception. In addition, museum and library professionals from throughout New Hampshire and Vermont will be invited to participate in this event, providing a service to the larger professional community and giving the project a high level of visibility at the outset. A total of 150 participants is anticipated for this event.

Stimulated by the challenges posed in the symposium, project participants (the eight library representatives, two project co-directors, three Montshire professional staff, and the project evaluator for a total of 14) will then hold a full day **planning workshop** at the Montshire Museum. The workshop will be designed in four major segments:

- Participatory activities led by Montshire staff on inquiry based education in the family context and philosophy of an object oriented approach to education.
- Companion presentations and activities drawing on related library collections will be led by one or two pre-selected library staff.
- A formal planning process engaging all participants will identify points of creative synthesis, and define common assumptions, both educational and logistic. This groundwork will guide and inform the remainder of the project.
- And finally, workshop participants will use this information as a guide for brainstorming best approaches and desirable subjects for the exhibits and companion programs.

Based on the results of the workshop, Montshire staff will, after researching feasibility, cost, and materials available, propose a set of eight exhibit themes. Each of the eight libraries will select one of the themes and play a collaborative role with the Museum

⁷ Montshire Museum has been leader among science museums in this area. In 1998 Montshire co-hosted a national symposium on family learning in museums with Dr. Uri Bronfenbrenner, founder of the national Head Start program, as keynote speaker.

staff in creating the traveling exhibit and companion materials. Each library will thus be "sponsor" for an exhibit and related programming.

The exhibits, eight in number at the conclusion of this project, will be composed of various interactive devices, objects, and/or natural history specimens as appropriate to the theme. They will be designed to engage learners of multiple ages (six and up) and to facilitate family learning. Each will have a set of companion activities suitable for a library setting, a bibliography of related books and electronic materials, and printed activity guides to encourage families to further their investigations at home. Reflecting the limited space of rural libraries, each will be designed to fit on a tabletop, to be low maintenance, and to be easily transported in a commonly available mini-van.

The exhibits will serve as engaging points of interest to intrigue library visitors with new ideas and to provide libraries with a set of changing foci for programming and positive public relations. They will help libraries build their images as dynamic and interesting places for families to gather for positive and non-threatening learning opportunities.

For each of the eight exhibit themes, one Montshire exhibit specialist and one Montshire education professional will form a design team with the professional library staff person attached to that exhibit (that is, there will be eight teams -Montshire staff common to all of them and each with a different library professional). Following a work schedule suitable to all on the team, they will develop the exhibit concepts, create exhibit prototypes to be tested with visitors at the Museum and the sponsoring library, develop the companion materials and activities, and ultimately fabricate the final results. While the library staff will provide the lead with integrating literary and information resources into the final result, and Museum staff brings the greatest expertise to the exhibit design and fabrication area, the intent is to create a truly collaborative team sharing expertise and learning from one another. The product is thus not simply a physical one, but a process leading to a new set of understandings enriching the professionals from both library and museum disciplines.

For example, one theme could be about moving air. The exhibits, resources, and activities for this theme could explore how moving air effects us, how nature takes advantage of it, and how it can hold up objects like airplanes. The exhibit table might include a small, quiet, blower motor that would power several air streams coming out of vacuum cleaner-sized flexible hoses that could be used for a variety of simple and delightful experiments. It could include protected examples of different shaped seeds that use wind for their dispersal and a mounted specimen of a native bird with wings extended to illustrate the airfoil shape. Illustrations and graphics would help develop the overall theme and suggest larger connections. Adjacent bookshelves could include a great variety of related materials for parent-child sharing. Catch the Wind by Gibbons, Jack and the Whoopee Wind, by Calhoun, Windy Day Stories and Poems, edited by Bauer, the video Let Me Tell You All About Planes, and the CD-ROM The Way Things Work are but a few possibilities. Special activities for families, hosted at the library, could include kite design, build, and fly workshops; making paper airplanes and exploring the effects of different designs on flight characteristics; playing with different

seed shapes and their behavior when dropped or blown by a fan, followed by families designing and building their own "seeds" to achieve maximum dispersal; or mapping the movement of soap bubbles or other "floaters" to discover that there are currents of moving air even in a seemingly quiet room. These workshops would include reading and discussion from appropriate literature interspersed with the hands-on activities. The exhibit would also include take-home idea sheets for parents as a way of encouraging similar kinds of activities in the home environment.

The resulting exhibits will be handled by an estimated 52,000 library patrons (per exhibit) during their circulation among the participating libraries. They will be installed and de-installed multiple times. In order to remain functional, attractive, and to require minimal maintenance, they will need to be carefully crafted of quality materials. Montshire's experience, particularly that of Bob Raiselis, an experienced museum exhibit designer/fabricator who will serve the project, in exhibits suitable for travel and for heavy use will be an important asset to assure the success of the project.

After the eight teams have completed their eight tabletop exhibits and companion materials, all participants will again gather, as a full group, at Montshire for a **second training workshop**. This session will focus on an orientation to the products of the previous several months. Each library representative will take the lead for a training session on the exhibit she/he has worked with, presenting all of the programming ideas and companion materials that have been developed in relationship to the exhibit. A detailed written packet for each will be distributed at this time. It will include everything a host library will need to know about the exhibit, suggested bibliographies, detailed "how-to" descriptions for the suggested programming activities, and take-home family guides. In addition, press packets to support and encourage local publicity, developed by Montshire's PR specialist, will also be included.

Although the suggested collections materials to enhance each exhibit will be chosen to reflect materials commonly found in the smaller libraries, each exhibit will no doubt suggest a few very special book or other resources that may not be in all of the participants' collections. The project includes funds committed as matching support from participant acquisition budgets to assure that collections materials will be available to support the programming activities. In addition, the Institute of Museum and Library Services funds are budgeted to support non-collections materials for the activities and hand-outs to accompany each exhibit.

Following the second workshop, Montshire staff will deliver and install the eight exhibits, one in each participating library. With the accompanying bibliographic materials, program ideas and outlines, the libraries will schedule a series of public programs using the exhibits as a focal point. While the exhibits will stimulate and enrich these programs, they will also stand-alone, serving all visitors to the library.

At the end of a six week venue, Montshire staff will handle the logistics of a rotation so that each library will receive a new exhibit, with the cycle continuing until each library has enjoyed all eight exhibits. The actual rotation will be conducted by Mr. Raiselis so

that if any minor repairs or adjustments are, needed, they can be handled on-site, and also to provide whatever "refresher" orientation might be needed for the host library as the exhibit arrives at its new venue. Following the completed cycle, each library having had all eight exhibits, each exhibit will revert to its sponsoring library where it may be informally shared with other libraries or with other local venues such as local schools.

Based on attendance data from the eight participating libraries and the lengths of venues for the traveling exhibits, the eight exhibits, after traveling to all eight libraries, will have been enjoyed during an estimated 410,000 visits by library patrons.

Communication

Because of the limited time available for understaffed libraries to schedule their representative to participate in the project activities and because of the travel distances involved in a rural setting, the project has been designed to minimize the number of meetings required and to achieve maximum impact from each one. Much of the routine communications not requiring the in-person gathering of the entire group of participants (or of an entire team) will be facilitated by the Internet. Each library has Internet capability for both email and WWW browsing. Through these formats, exchange of visual and textual information among the entire group and within the working teams can be facilitated throughout the entire project. A project email listserve will facilitate routine sharing of ideas and information among the eight teams.

Montshire Museum operates its own Internet provider service to serve the regional educational community including the special frame relay equipment needed to serve the Internet needs of most small New England libraries and schools. Montshire thus has the resources to support the technical requirements to assure that all participants will be able to participate in this aspect of the program. In addition, Montshire is the lead organization in a small museum collaborative, funded by the National Science Foundation, which is exploring the institutional cultural issues of creating and sustaining collaborative projects (in this case, collaboratively designed museum exhibits) using the Internet as a primary tool of sharing and communication.

Evaluation

Dr. Cynthia Char,⁸ an evaluator experienced in informal science education will serve as project evaluator. Her work will be focused in two areas:

- 1) Did the exhibits and activities have the desired impact on the libraries and their audience, and
- 2) What did we learn about how to structure a process fostering genuine collaboration between the museum and library professions?

⁸ see resume in attachments.

In order to make most effective use of the evaluator's time, the first charge will be managed primarily by training the professional library participants to administer (directly or through the use of volunteers) simple evaluation instruments. The evaluator will be responsible for establishing the protocols and analyzing results. Both written and interview approaches will be employed to determine public response to the library exhibits and programs.

The larger amount of the evaluator's time will be devoted to her participation in selected meetings and team planning sessions as an experienced observer, which, along with her focused interviews of participants, will inform her analysis of how the collaborative worked as a process. Though they have much in common, libraries and museums represent very different cultures. We will want to learn how well we brought these two cultures productively together, what contributions each made to the success of the final educational product, whether the experience influenced the overall growth and capacity of the participants, and whether the collaborative approach resulted in a net public benefit.

In addition to the direct services of Dr. Char, the project will benefit in an important way from a current Montshire project supported by the National Science Foundation. As a part of this program, key Montshire staff (who will be involved in this IMLS project) are receiving extensive training by Inverness Research Associates of Inverness, CA in formative evaluation techniques using prototyping and audience collaboration techniques throughout the exhibit design process. These approaches will be an important element in the formative evaluation process for the exhibit development phase of this proposed IMLS project.

While museums have increasingly involved professional evaluators and evaluation techniques in their work, staff in small libraries are less familiar with these techniques for assessing informal education activities. In addition to serving the evaluation needs of this project, the evaluation process will have a long term residual benefit by exposing library staff to these ideas and approaches. The second workshop for all participants will include a presentation by Dr. Char on this subject.

Dissemination and National Impact

An important and underserved segment of the American population lives in rural regions of the country. Sixty-one percent of the nation's 8,900 libraries serve towns with fewer than 10,000 residents and most of our rural population has access to a local library. The Association of Science and Technology Centers (ASTC) has among its members 486 science museums. While the large urban science centers are the best known, collectively the smaller science museums serve a larger population and most libraries have a science museum within their region. Thus a collaborative model linking science museums and small rural libraries can serve an important and under-served constituency and can be replicated widely.

The project will use two levels of communication to disseminate project results. First is an initiative for widespread distribution of summary information about the project. Museum and library media will be the prime outlets to make large numbers of professionals aware of the project and its objectives. Summaries will be provided for publication in the ASTC Newsletter, *American Libraries*, *Public Libraries*, and the journal *Informal Science Review*. Through the involvement of the co-directors, project information will be presented to colleagues at the annual meetings of ASTC and the American Library Association (ALA). In addition, the project symposium will receive widespread visibility among library and museum professionals within Vermont and New Hampshire.

The second level of project dissemination will create a project site on the World Wide Web as a means to assemble all project details in a form easily accessible to anyone interested in following up on the initial summary information. Montshire's extensive experience using the World Wide Web for educational collaborations will be used to establish this project web page for posting all project information. This web page will contain a detailed overview of the project and the participants, text of the symposium presentations, illustrative photos and drawings of the final exhibits, full copies of all activity sheets and bibliographies, final project reports, and the evaluation report detailing the collaborative process, successes and weaknesses of the project protocols.

The project co-directors, as part of their final reporting, will also create a document reflecting on what library and museum professionals can learn from this project's collaborative process. It will offer specific suggestions to others on how best to approach their own museum-library collaborations.

Continuation

The eight participating libraries and Montshire believe that through this project, the momentum and shared staff experiences will facilitate continued collaborations on similar projects of mutual interest. Once the professionals from both disciplines have had the opportunity to explore the value of what the other has to offer, we expect to have created a community of on-going activity. Both Howe Library and Montshire Museum are committed to facilitating this process through techniques such as continuation of the Internet connection and hosting periodic gatherings to stimulate ideas and initiatives.

Personnel

The project will be served by a team of highly experienced museum and library professionals. Project co-directors will be Marlene McGonigle, Director of the Howe Library, and David Goudy, Director of Montshire Museum of Science. Gregory DeFrancis, Montshire's Education Coordinator will provide the science education leadership. Robert Raiselis, an experienced exhibit designer and fabricator who has had extensive experience on projects for Montshire Museum and other museums will

provide the leadership for the exhibit aspects of the project. A professional evaluator experienced in educational programs, Cynthia Char, will serve as project evaluator.

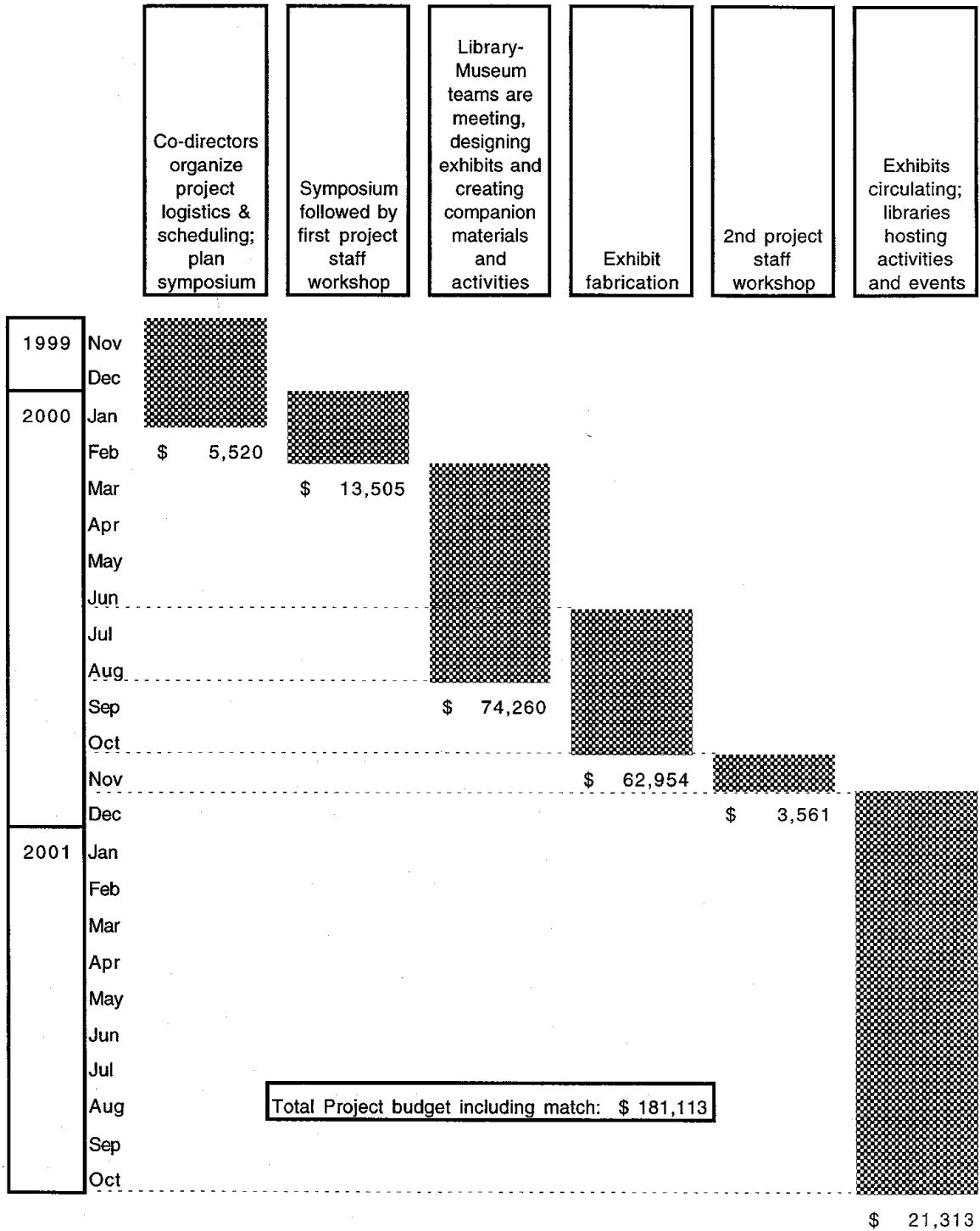
Resumes for each are included in this proposal.

Participating Libraries

In addition to project partners, Howe Library and Montshire Museum, the following seven libraries will participate. A copy of the letter of understanding indicating the commitment of each is included with this proposal.

Library	Town, State	Director
Converse Free Library	Lyme, NH	Betsy Eaton
Fiske Free Library	Claremont, NH	Marilyn Nagy
Lathem Memorial Library	Thetford, VT	Peter Blodgett
Lebanon Public Library	Lebanon, NJ	Susanne Robb
Norwich Public Library	Norwich, VT	Sylvia Fraser
Richards Free Library	Newport, NH	Andrea Thorpe`
Tracy Memorial Library	New London, NH	Virginia Foose

Schedule of Completion



Project Budget Form Front

Section 1: Detailed Budget

Year 1

Name of Applicant: Montshire Museum of Science

SALARIES AND WAGES (PERMANENT STAFF)

Name/Title	#	Method of Computation	IMLS	Match	Total
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TOTAL SALARIES AND WAGES			\$ 15,259	\$ 6,923	\$ 22,182
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SALARIES AND WAGES (TEMPORATY STAFF HIRED FOR PROJECT)

No temporary staff on this project

FRINGE BENEFITS

	Rate	Salary Base	IMLS	Match	Total
TOTAL FRINGE BENEFITS			\$ 3,662	\$ 1,662	\$ 5,324

CONSULTANT FEES

Name/type of consultant	Rate	# days	IMLS	Match	Total
Cynthia Char-evaluation	\$600	6	3,600		3,600
Robert Raiselis, Exhibit design/fabricate	\$214	110	23,540		23,540
TOTAL CONSULTATION FEES			\$27,140		\$27,140

TRAVEL

From/To	Number of: Persons Days	Transportation Cost	IMLS	Match	Total
for work sessions:					
8 libraries to museum	9	\$0.31/mile		460	460
Project meeting in Washington D.C.	6		8,000		8,000
TOTAL TRAVEL COSTS			\$ 8,000	\$ 460	\$ 8,460

Project Budget Form Back Section 1: Continued

Year 1

MATERIALS SUPPLIES AND EQUIPMENT

<u>Item</u>	<u>Basis/Method of Cost Computation</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
Workshop materials	\$28/participant/workshop	700		700
In-library programming materials and resources	@ \$125/library/exhibit	4,000	4,000	8,000
Exhibit fabrication materials, supplies, and devices	@ \$2,600/exhibit	20,800		20,800
TOTAL MATERIALS SUPPLIES & EQUIPMENT		<u>\$25,500</u>	<u>\$4,000</u>	<u>\$29,500</u>

SERVICES

<u>Item</u>	<u>Basis/Method of Cost Computation</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
Internet support services	billing rates		500	500
TOTAL SERVICES			<u>\$ 500</u>	<u>\$ 500</u>

OTHER

<u>Item</u>	<u>Basis/Method of Cost Computation</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
symposium expenses: speaker, mailing & promo,		2,000	250	2,250
l.d. phone, postage, duplicating		640		640
TOTAL OTHER		<u>\$2,640</u>	<u>\$ 250</u>	<u>2,890</u>

TOTAL DIRECT PROJECT COSTS	<u>\$82,200</u>	<u>\$13,796</u>	<u>\$95,996</u>
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INDIRECT COSTS

Applicant is using

A. an indirect cost rate which does not exceed 20% of direct costs.

<u>Rate base</u>	<u>Of Amount</u>	<u>Amount</u>
20%	\$95,996	\$19,199

TOTAL INDIRECT COSTS	<u>\$ 19,199</u>
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Project Budget Form Front **Section 1: Detailed Budget** **Year 2**

Name of Applicant: Montshire Museum of Science

SALARIES AND WAGES (PERMANENT STAFF)

<u>Name/Title</u>	<u>#</u>	<u>Method of Computation</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
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TOTAL SALARIES AND WAGES			<u>\$ 5,327</u>	<u>\$ 3083</u>	<u>\$ 8,410</u>
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SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

No temporary staff on this project

FRINGE BENEFITS

	<u>Rate</u>	<u>Salary Base</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
TOTAL FRINGE BENEFITS			<u>\$1,279</u>	<u>\$ 740</u>	<u>\$ 2,019</u>

CONSULTANT FEES

<u>Name/type of consultant</u>	<u>Rate</u>	<u># days</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
Cynthia Char-evaluation	\$600	4	2,400		2,400
Robert Raiselis, Exhibit design/fabricate	\$214	10	2,140		2,140
TOTAL CONSULTATION FEES			<u>\$4,540</u>		<u>\$4,540</u>

TRAVEL

<u>From/To</u>	<u>Number of: Persons Days</u>	<u>Transportation Cost</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
for delivery of exhibits museum to 8 libraries through 8 cycles	1	\$0.31/mile	768		768
TOTAL TRAVEL COSTS			<u>\$ 768</u>		<u>\$ 768</u>

Project Budget Form Back
Section 1: Continued
Year 2

MATERIALS SUPPLIES AND EQUIPMENT

<u>Item</u>	<u>Basis/Method of Cost Computation</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
In-library programming materials and resources				
	@ \$125/library/exhibit	4,000	4,000	8,000
TOTAL MATERIALS SUPPLIES & EQUIPMENT		<u>\$4,000</u>	<u>\$4,000</u>	<u>\$8,000</u>

SERVICES

<u>Item</u>	<u>Basis/Method of Cost Computation</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
Internet support services	billing rates		500	500
TOTAL SERVICES			<u>\$ 500</u>	<u>\$ 500</u>

OTHER

<u>Item</u>	<u>Basis/Method of Cost Computation</u>	<u>IMLS</u>	<u>Match</u>	<u>Total</u>
I.d. phone, postage, duplicating		360	250	610
TOTAL OTHER		<u>\$360</u>	<u>\$ 250</u>	<u>\$ 610</u>

TOTAL DIRECT PROJECT COSTS	<u>\$16,274</u>	<u>\$8,573</u>	<u>\$24,847</u>
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INDIRECT COSTS

Applicant is using

B. an indirect cost rate negotiated with a Federal agency.

Agency: _____

Effective date of agreement: : _____

Rate base

Of Amount

Amount

TOTAL INDIRECT COSTS	<u>\$ 15,032</u>
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Project Budget Form Section 2: Summary Budget

Applicant: Montshire Museum of Science

Direct Costs

	IMLS	Match	Total
Salaries and Wages	20,585	10,007	30,592
Fringe Benefits	4,940	2,402	7,342
Consultant Fees	31,680		31,680
Travel	8,768	461	9,229
Supplies & Materials	29,500	8,000	37,500
Services		1,000	1,000
Other	3,000	500	3,500
Total Direct Costs	\$ 98,474	\$ 22,369	\$ 120,843
Indirect Costs @ 20%	0	\$ 24,168	\$ 24,168

Total Project Costs \$ 145,011

Amount of cash-match	\$ 45,537	
Amount of In-kind contributions - match		\$ 1,000
Total amount of match		\$ 46,537
Amount requested from IMLS		\$ 98,474
Percentage of total project cost requested from IMLS		68%

Have you received or requested funds for any of these project costs from another Federal agency? NO
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Budget Narrative

The major expense items in the budget are personnel and exhibit materials. In both instances, care has been exercised to maximize efficiency of investment. The key individual in the project is the exhibit designer/fabricator and during development of this proposal a very favorable rate was negotiated, in part because of the consultant's interest in the creative nature of the project. Evaluation components typically run higher than the 5.5% of direct costs budgeted here. By working with the consultant in the project design, methods were developed to use the consultant for key aspects of evaluation design and implementation, allowing staff and volunteers to be trained to implement certain portions, thus keeping costs down.

Materials and supplies for constructing the eight exhibits have been budgeted at \$2,600 each, for a total of \$20,800. Based on standards in the museum world, this unit cost is well below average for exhibits of a quality to stand up to heavy use and traveling to multiple sites. Montshire Museum has had substantial experience with exhibits of this type and is confident that with its own in-house fabrication workshop, appropriate quality and durability can be achieved within this budget. The remaining \$16,000 provides for \$250 per library per exhibit to purchase supplemental library materials relevant to each exhibit.

Workshop expenses, \$700 for each of two workshops, include disposable materials and lunch for the participants.

The symposium is budgeted at \$2,250. This includes \$1,500 honoraria for three speakers, costs for printing and mailing a simple brochure, and other incidental costs for hosting the approximately 150 participants from libraries in the two state region.

In-kind contributions are provided in the form of a portion of the value of staff time by Montshire Museum and all participating libraries, a portion of the symposium expenses to be provided by the Montshire Museum, half of the library materials budget to be provided by the participating libraries, all indirect costs to support the project by Montshire Museum, and provision of the Internet services by the Montshire Museum through its internal Internet provider entity. All in-kind support indicated in the budget is assured.

Partner Application Agreement

1. Applicant Organization: Montshire Museum of Science

Partner Organization: Howe Library

2. Montshire Museum will:

- Provide time of its director to serve as projector co-director
- Provide facilities for the symposium and workshops and exhibit development activities.
- Provide professional exhibit and education staff as described.
- Serve as fiscal agent for the project
- Provide Internet support as needed
- Provide exhibit transportation and support services as described.

Howe Library will:

- Provide time of its director to serve as projector co-director and provide leadership for integration of library services perspectives in the project.
- Coordinate the participation of the professionals from the seven other libraries.
- Provide, in addition to its director, a professional staff person to participate in all project activities.
- To serve as a host site for the eight circulating exhibits developed by the project and to actively support the various companion programming opportunities its local community.


3. We, the undersigned institutions:

- agree that we will carry out the activities described above and in the applications narrative;
- agree that we will use any funds we receive from IMLS in accordance applicable Federal laws and regulations; and
- assure that our facilities and programs comply with applicable Federal regulations.



Marlene McGonigle, Director, Howe Library

3/16/99
date



David Goudy, Director, Montshire Museum

3/12/99
date